TRANSITIONAL CHANGES AND COPING STRATEGIES IN THE UPGRADE OF COLLEGES OF EDUCATION TO TERTIARY STATUS

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ABSTRACT

This study explored the transitional administrative changes in the upgrade of Colleges of Education to tertiary status, a case in the Ashanti region, Ghana. The study adopted a phenomenological qualitative methodology. The accessible population for the study consisted of the three main management members (Principals, Vice principals, and Secretaries) from eight Colleges of Education in the Ashanti Region of Ghana, numbering 24. The purposive sampling procedure was, used to select 12 participants (Principals, Vice principals, and Secretaries) out of the accessible population from four (4) selected Colleges and interviewed. Data collected were analyzed through thematic analysis. The study found that administrators had experienced several changes in terms of leadership relating to decision making, all decisions were formally made by individual principals but now the Governing Councils and the National Council for Tertiary Education (NCTE) have a part to play in major administrative decision making. Changes also included the presence of distributed leadership, extensive participative management practices, and new procedures for financial administration. There was low professional staff development on the part of academic and non-academic staff. The study concluded that the individual colleges have introduced new procedures for financial administration because of the improvement through the changes in the financial management structures that came with the transitions. It was recommended that non-teaching staff like Accountants, College Registrars, and Secretaries should upgrade themselves to fit into the new status of the colleges. The government and the public universities the colleges have been affiliated to should continue to offer more technical and financial support to the Colleges of Education to enable them to cope fully with the transitional changes and challenges to enable them to attain full autonomous tertiary status.

Keywords: Transitional change, coping strategies, upgrade, colleges, education, tertiary status

1.0 TERTIARY EDUCATIONAL INSTITUTIONS IN GHANA

Tertiary education institutions aim at encouraging learning at a high level of complexity and specialization. Tertiary education institutions comprise institutions that are labeled as short-cycle tertiary, bachelor or equivalent, master or equivalent, and doctoral or equivalent, respectively. It builds on secondary education, providing learning activities in specialised fields of education (UNESCO as cited in Newman 2013). In Ghana, tertiary education has been notably growing during the last twenty years, both in terms of enrolment and infrastructure. Ghana's higher education sector is a diversified and institutionally differentiated binary system. It has a university sector, made up of public universities, university colleges, and a plethora of burgeoning private universities (religious-owned and offshore institutions); and the non-university sector comprising of regional polytechnics (now converted to technical universities), professional institutes, seminaries, public and private teacher training, and nursing training schools.

The National Accreditation Board categorizes the tertiary institutions in Ghana as 13 Public Universities, seven Public degree-awarding/Professional institutions, one College of Agriculture, five Chartered Private Institutions, 81 Private tertiary institutions offering Degree and HND Programmes, four Public Polytechnics, one Private Polytechnic, six Technical Universities, seven Private Colleges of Education, 46 Public Colleges of Education, one Distance Learning Institution, 25 Public Nursing Training Colleges, and thirteen Private Nursing Training Colleges and five Registered Foreign Institutions (NAB, 2019).

1.1 Teacher Education in Ghana

Teacher education refers to the process of equipping individuals with the knowledge, skills, and attitudes required for teaching and developing children to become productive citizens. The Government of Ghana (2002) defines teacher education as the type of education and training given to and acquired by, an individual to make him or her academically and professionally proficient and competent as a teacher. Anamuah-Mensah (2006) stresses that teacher education is a complex, multi-faceted process, made up of initial teacher training, in-service training (or continuing education), and lifelong education.

Abudu and Donkor (2014). posits that "the goal of teacher education is not to indoctrinate teachers to behave in rigid, prescribed ways, but to encourage teachers to think about how they teach and why they are teaching that way" (p. 98). This is so because, the process of becoming and being a teacher is increasingly being acknowledged as a multifaceted endeavor, which involved the person intellectually, socially, morally, emotionally, and aesthetically. Armah (2015) stated the goals of teacher education are: to make the education of teachers intellectually more solid; to recognize differences in teacher's knowledge, skills and commitment, in their education, certification and work; to create standards of entry to the profession-examinations and educational requirement that are professionally relevant and intellectually defensible; to connect out institutions to schools (for teacher preparation and development); and to make schools better places for teacher to work and to learn.

Newman (2013) states that the objective of teacher education in Ghana is to train and develop the right type of teacher who is competent, committed and dedicated and such a teacher should be capable of:

1. Applying, extending, and synthesizing various forms of knowledge.
2. Developing attitudes, values, and dispositions that create a conducive environment for quality teaching and learning in schools.
3. Facilitating learning and motivating individual learners to fully realize their potential;
4. Adequately preparing the learner to participate fully in the national development effort (Newman, 2013).

Teacher education in Ghana has been going through a process of change and development. This change and development are taking place in response to the need to provide quality teachers for the education of the youth at all levels of the country's educational system. The skills and knowledge needed for a successful living have altered radically, primarily as a result of the technological evolution and its impact on most jobs and professions. Thus, the educational system has to be restructured to ensure that the needs and aspirations of society are always met. Schools and institutions need not gear towards the production of students for a nation that in many ways trains students to suit the trending needs of the society. Based on this, policymakers keep on changing and implementing innovations in all facets of the educational system, especially in teacher education for the purpose of training quality teachers.

Teacher education should entail opportunities to develop the personal qualities, commitment, and self-understanding essential to becoming a sensitive and flexible teacher. Teacher education, therefore, seeks to develop the individual in the matters of head, heart, and hand. This will, by and large, make the would-be teacher more responsible in the classroom and the society at large. Teachers must be prepared in such a way that they are not only good classroom operators but also community leaders. They must be trained not only in the techniques of teaching young people but also in adult education and group dynamics (Bishop, 1986). Teachers need to have a deep conception of the nature of society and of their own role in influencing the shaping of social goals.

Colleges of Education (CoE) in Ghana formed part of tertiary education. Colleges of Education were formally known as Teacher Training Colleges. The first teacher training college in Ghana was established by The Basel Mission in 1848 at Akropong-Akwapim. In 2017, there were 41 colleges of education in Ghana, up from 38 in 2015. A further two private colleges were absorbed into the group of 41 public institutions, raising the number to 43 (Ghana Education Service, 2017). These colleges are split in then 10 Ghanaian regions. The colleges are responsible for teacher education (Ghana Education Service, 2014). They offer a three-year curriculum that leads to the Diploma in Basic Education (DBE). The final examinations granting the DBE are conducted by the University of Cape Coast's Institute of Education. The holders of the DBE are allowed to teach at every level of Basic Education (Kindergarten, Primary school, Junior Secondary School) (Asare, & Nti, 2014).

Apart from the Colleges of Education, two universities (Cape Coast and Winneba) train teachers. A specific four-year bachelor's degree allows teaching fulfill in any pre-tertiary education (most graduates choose secondary education). A specific master's degree is needed

for teaching in CoE. Universities also offer DBE graduates a two-curriculum granting the right to teach in secondary education (Asare, & Nti, 2014). Distance education is also possible: the program lasts four years and leads to the Untrained Teacher's Diploma in Basic Education (UTDBE). It was introduced to increase the number of basic education teachers in rural areas. Serving teachers can also benefit from continuing education (in-service training, cluster) (Asare, & Nti, 2014).

2.0 LEWIN'S CHANGE MANAGEMENT MODEL

The Change Management Model was formulated by Kurt Lewin. Lewin was a physicist and social scientist who explained the structured or organizational change through the changing states of a block of ice (Lock, 2017). In the 1950s, Kurt Lewin proposed a Change Management Model that was perhaps, the first and most famous early analysis of how organizations adapt and deal with change (Lock, 2017). Lewin's Change Management Model is one of the most popular and effective models that make it possible for us to understand organizational and structured change. Lewin's model proposed three main stages to move an organization from its current state to a desired future state: Thus, "Unfreeze – Change – Refreeze"

Unfreeze: The first stage of the process of change according to Lewin's method involves the preparation for the change. At this stage, the organization must get prepared for the change and also for the fact that change is crucial and needed. The stage is important because most people around the world try to resist change, and it is important to break this status quo (Anastasia, 2015). At this stage, the key is to explain to people why the existing way needs to be changed and how change can bring about profit. The unfreezing stage also involves an organization looking into its core and re-examining it. In the context of this study, the leadership of Colleges of Education needs to make the reasons for the upgrading and transition clear to every stakeholder. By this, there would be a clear understanding of the reasons for the upgrade thereby making it easier to prepare for the changes.

Change: This is the stage where the real transition or change takes place. According to Anastasia (2015), the process of transition may take time to happen as people usually spend time embracing new happenings, developments, and changes. At this stage, good leadership is important because these aspects not only lead to steer forward in the right direction but also make the process easier for staff or individuals who are involved in the process. Communication and time are the keys for this stage to take place successfully. In the context of this study, good leadership is essential in helping all the individuals involved by communicating clearly what changes have to occur in the upgrading of Colleges of Education to also play their parts in a successful transition.

Refreeze: At this stage, the change has been accepted, embraced, and implemented so that the organization begins to become stable again. This is why the stage is referred to as refreeze. This is the time when the staff and processes begin to refreeze, and things start going back to their normal pace and routine. This stage requires the help of the people to make sure changes are implemented. Now with a sense of stability, employees get comfortable and confident with the acquired changes. According to Lock (2017), the 'Refreeze' stage, in particular, implies a great deal of time is spent in the new status quo. However, even in the current era of high speed and frequent change, there must be some

degree of 'refreeze'; otherwise organizations would get caught in a transition trap where they are not sure how things should be done. As a result, organizations would not be able to perform at appreciable standards let alone best capacity.

In the context of the current study, it can be inferred that the process of transition of Colleges of Education had to be handled within the three stages indicated by Lewin. In the first place, Colleges of Education had to prepare for the changes in their curriculum, staff capacity, and other critical aspects of the transition. This is the stage of unfreezing. The next stage is the actual stage of change where every systemic change has been made. The final stage is the stage where the colleges will resume optimal function in their new capacity.

2.1 Colleges of Education Reforms

Education reforms are actions or recommendations by those in authority that are intended to make education better or put right any faults or errors in the provision of education. Brasvasky (2003) defines change as an essential characteristic of life in the contemporary world. The changes affecting the various spheres of social life are increasingly rapid and intertwined. Curriculum change is deemed necessary when existing content, methods, and structures of school education do not seem to be responding to new social demands resulting from cultural, political, economic, and technological changes.

In Ghana, the Colleges of Education are institutions devoted to the training of student-teachers to enable them to acquire the necessary professional and academic competencies for teaching in pre-tertiary institutions and non-formal education institutions (Government of Ghana (GoG), 2012). Colleges of Education which were formally known as Teacher Training Colleges have undergone many changes in terms of certificates the institution awards to its products, the official name to call the institutions, and their status.

The Esi Sutherland Addy report, 1987; White paper on reform to the tertiary education system, 1991; Akyeampong report, 1998; Anamoah-Mensah report, 2002 all recommended the upgrading of post–secondary training institutions including teacher training colleges to tertiary status. The policy on the reformation of the teacher training colleges in Ghana came as a result of the 2007 educational reform in the country. The government's white paper on the report of the educational reform review committee of 2004 indicated the policy of staffing all levels of education with professionally trained teachers by the year 2015. This, the committee considered as a must in order to respond appropriately to and fulfill the United Nations Millennium Development Goals on education which stated that by the year 2015 all children should have access to quality education and health care.

Among the recommendations made by the reform committee on teacher education in the country to help achieve this policy, include upgrading teacher training colleges into diploma-awarding institutions, which would be affiliated with the education-oriented universities of the country, and conditions of service of teachers improved. Moreover, the Ministry of Education (2003) in its Educational Strategic Plan for 2003-2015 and the Educational Reform Committee Report (2004) indicated that the teacher training colleges were to be accredited the status of tertiary institutions and this process was embarked upon by the National Accreditation Board throughout the 38 government teacher training colleges in the country. Certificates were issued out to the colleges in 2007 after inspections were carried out on their

academic facilities and programs. This brought the change of name from training college to College of Education.

In the year 2008, 38 publicly-owned Teacher Training Institutions (TTIs) that offered certificate programs to prepare teachers for basic schools in Ghana, were elevated to tertiary status and re-designated as Colleges of Education (COEs) to offer tertiary programs. NCTE (2012) in the Colleges of Education bill revealed that the fourth parliament of the government of Ghana passed the bill on the conversion of Colleges of Education as postsecondary institutions into tertiary status in 2012. The bill was assented to by the president giving it executive approval and support in June 2012.

With the passage of the Colleges of Education Act, 847 of 2012 (Government of Ghana (GoG, 2012) the institutions became Colleges of Education mandated to offer courses leading to the award of Diploma in Basic Education. The elevation of Colleges of Education to tertiary status makes it imperative for both academic and non-academic staff to work together to ensure (a) the employment of qualified tutors with committed attitudes, (b) qualified students with a dedicated attitude to be future professional teachers and (c) provision of optimum infrastructure to ensure effective teaching and learning.

The Colleges of Education Act, 2012, Act 847 provides that a College of Education is to:

1. Train students to acquire the necessary professional and academic competencies for teaching in pre-tertiary institutions and non-formal education institutions.
2. Build the professional and academic capacities of serving teachers through regular continuing education.
3. Provide programs that will promote the effective teaching of science, mathematics, information and communication technology and other related subjects to meet the needs of contemporary society.
4. Foster links with relevant institutions and the community in order to ensure the holistic training of teachers.

Regarding the functions of Colleges of Education, the Colleges of Education Act, 2012 provide that a College of Education shall decide on the subjects to be taught based on their special relevance to the needs of the educational system of the country and for national development. Colleges of Education are also required to ensure that basic research and action research form an integral part of teacher education and among others. The Councils of Colleges of Education have the responsibility for approving the educational programs developed by their academic boards. This is in regards to the mandate of the college; and prescribing terms and conditions for admissions of persons selected for a course of study organised by the college (GoG, 2012).

The Colleges of Education Act, 2012 (GoG, 2012) has other relevant provisions. Indeed, the Act provides that the development of academic policies, regulation of courses, development of academic standards, the conduct of examinations and award of diplomas should be undertaken in consultation with an affiliated institution. Additionally, section 19 of the Colleges of Education Act, 2012 specifies that the development of statutes for regulating the governance and management of the Colleges of Education is subject to the approval of the Minister of Education.

Since the elevation and re-designation of Colleges of Education into tertiary status, the institutions have encountered several changes which threaten the consolidation of their status as tertiary institutions. These experiences which border on governance, regulation, management, the autonomy of the Colleges and others, must be critically examined and addressed to enable the institutions to discharge their mandate effectively.

2.2 Concept of Change Management

Change can be on a large scale and on a small scale. According to Seashore (2008), change that occurs in the form of small-scale increments occurs mostly in the form of adjustments to stimuli by organisational members. In that regard, such change is emergent and unfolds on a continuous basis. In responding to change therefore, Fullan (2006) opined that the individualised and incremental approach to change can be inherently slow and failing to bring sustained improvements at scale.

Large scale changes are those changes that are planned policy altering changes that affects the entire governance system of organisations. For large scale changes, Beycioglu and Kondakci (2014) indicated that distributed leadership, extensive participative management practices, knowledge sharing, and increased interdependencies among system units can help manage the fallouts of such changes. Particularly collective capacity and distributed leadership are instrumental in increasing the capacity of the organisation in retaining small scale and incremental changes and make them part of ordinary organizational practice. Fullan (2006) opined that accomplishing large-scale change depends on the mastery of leadership in linking sustainability with systems thinking.

There are several different managerial practices and tools compatible with collective capacity and distributed leadership, which potentially enable continuous change in educational organizations. For instance, tolerance of ambiguities and the ability to respond to emergent local needs (Gallucci, 2008), building networks and practice communities (Stein & Coburn, 2008), and sustaining collective learning (Boyce, 2003) are some of the appropriate managerial practices. Several educational change scholars have articulated statements on the limitations of the planned, large scale and discontinuous change and articulated the evidence for continuous change in educational organiations (Gilstrap, 2007; Seashore, 2008; Gallucci, 2008; Honig, 2008).

2.3 Leadership and Management changes of Tertiary Institution in Transition

According to Jones and Harris (2014), leadership is essential for accomplishing sustained change at scale out of individualised, fragmented and incremental change. Distributed leadership has the capacity of accomplishing sustained school improvement at scale because of its potential in building strong collaborative teams, building collective capacity, facilitating knowledge sharing, delegating authority, and facilitating continuous learning in the organisation. According to Fullan (2006), leading is not a meaningful contribution unless it fosters leadership development on the part of other organisational members. Maassen (2003) has thus argued that institutional leadership is mainly about strategic direction giving and setting, management is about outcomes achievement and the monitoring of organisational effectiveness and efficiency in the distribution of resources, while administration is about the

implementation of procedures. These leadership, administrative and management functions are expected to be professionalised in order for the college to be able to perform optimally.

During changes in educational institutions, the role of leadership cannot be understated (Hattie, 2009; Hofman & Hofman 2011; Jacobson, 2011; Leithwoo & Mascall, 2008). Jacobson (2011) indicated that leadership practices that are helpful during times of change in schools include establishing direction, building capacity among members of the school community, and restructuring of the school as needed. Fullan (2006) have also indicated the need for a new change leadership which aims at sustainability in the governance of educational institutions.

Jali and Lekhanya (2017) explored the leadership governance in universities. The study was based on the assumption that leadership and governance should create an environment which is transparent and it incorporates stakeholders that transform the university during period of transition. However, during transitions, leadership and governance face visible and invisible challenges which call for experts in different areas of leadership to be incorporated into the structures of the university in order to bring sustainability in the university. The primary data in this study were collected from six traditional universities and three universities of technology in South Africa from the sample of 39 members of senate. The nature of the study was a quantitative study in which Survey Monkey was used for the distribution of questionnaires. The findings of the study indicated that there was a lack of involvement of stakeholders in the processes of reviewing policies and operational issues. The study revealed again that it was important to use university members in leadership to promote unity.

Muriisa (2014) explored the place of leadership in redefining the role of the universities in Uganda. Using different documents and basing on the behaviour approaches to study organisations, the study made an analysis of the role of leadership in the functioning of universities. The study found that the universities are faced with many challenges, they have changed course and focus and need rethinking their roles. It can be concluded that the role of leadership even though has been overlooked yet they occupy a central role in universities during transition.

Simala (2014) paper stemmed frontline, a sense of unease with the current leadership and management of Faculties of Social Sciences in Kenyan universities. The study was premised on the fact that the university sector in Kenya was experiencing unprecedented change in an effort to meet local obligations and respond to the global higher education agenda. The study found that there were many conflicting demands and influences on heads of institutions. Leading and managing an institution in contemporary higher education was a daunting task. Therefore, leaders at all levels of university management ought to be sensitive to, and keep abreast with current challenges besieging university education globally and locally. The successful leadership and effective management of university leaders will depend on their ability to reform and transform their faculties.

Further, Drew (2010) used semi-structured interviews with a cohort of senior leaders from one Australian university to explore their perceptions of the key issues and challenges facing them in their work. The study found that the most significant challenges centered on the need for strategic leadership, flexibility, creativity and change-capability, responding to competing tensions and remaining relevant, maintaining academic quality, and managing financial

resources. For schools in transition, there are several issues that leadership and management experience. Among the key leadership and management experiences are autonomy, management and governance and policy formulation and implementation.

2.4 Policy formulation and implementation in relation to institutional transitions

According to Ogbogu (2013), policies are geared toward ensuring that the goals of higher educational institutions are achieved. Also, policies in higher educational institutions define the roles and responsibilities of individuals in management and define targets for units, departments, and faculties in order to improve teaching and learning. Policies also define effective and transparent criteria and processes for the appointment, promotion, and reward of staff (Abdulrahman & Ogbaondah, 2007). However, policies are not only essential for effective institutional management, but also for ensuring the sustainability of all the systems and institutional transformation (Akilagpa, 1992).

In implementing policies, Coetzee (1999) outlined some important actions that are to be taken particularly during times of transition:

1. Communicate the real meaning of transformation to those who are affected by it.
2. Facilitate a shared vision and a common ideal for all role players.
3. Build confidence in the process of transformation by creating win-win situations.
4. Use an inclusive rather than an exclusive approach.
5. Regard transformation as a process that may take time and which should be developed and maintained.
6. Develop a unique process for each institution.
7. Create the relevant structures needed to implement transformation.
8. Implement conflict management mechanisms.
9. Use a strategic approach to ensure that the institution stays financially viable and competitive.

Several studies have been carried out to investigate the leadership and management experiences of colleges and schools undergoing transition. For instance, Fumasoli, Gornitzka, and Maassen (2014) discussed university autonomy from four different analytical perspectives. Firstly, a discussion was presented on autonomy as conceptualised in the academic literature covering public sector governance in general. Secondly, the concept of autonomy was deconstructed by discussing its underlying assumptions and by examining the relationship between state authorities and universities. In so doing the researchers proposed an institutional approach to the study of autonomy. Thirdly, the way in which autonomy affects organisational design according to centralisation, formalisation, standardisation, legitimisation, and flexibility is addressed.

Finally, relating to the interpretation of the living autonomy the researchers revealed how reforms that are aimed at enhancing university autonomy had affected the internal governance structure. The empirical setting consisted of a study on flagship universities in eight continental European countries. The findings showed tensions as a consequence of the ways in which enhanced institutional autonomy is interpreted, operationalised, and used within flagship universities. These tensions were manifested by the nature of the interactions

between the traditional academic domain and the emerging executive structure inside these institutions.

Lomas and Lygo-Baker (2006) also studied the impact of the shift towards a managerialist paradigm upon academic identity. This was based on the premise that universities in the United Kingdom (UK) concentrated on the large-scale production of public service and that tighter control had taken over the decision-making processes. The researchers found that movement towards greater customer orientation, public accountability, and a performance culture suggests the manifestation of a managerialist paradigm. It was also shown that pluralism and professional autonomy were being replaced by indicators and standards. In conclusion, although it was still possible to identify a range of organisational cultures, the reductionist approach was removing differences to enable action and outcomes to be predictable.

In addition, Jibladze (2017) investigated higher education system change in a region undergoing post-Soviet transition, specifically in post-Rose Revolution Georgia. It considered the Bologna Process-inspired reforms that represented instances of transnational policy and institutional transfer into national contexts. On the example of university autonomy, the article argues that in Georgia, Bologna-inspired reforms were introduced in order to gain legitimacy in the global higher education arena. However, these reforms have produced a symbolic system change and have created decoupled institutions. The findings of the article bear policy relevance to those post-Soviet transition countries that have embarked or plan to embark on transformative changes in their national (higher) education systems.

In Ghana, some studies have assessed the experiences and challenges of Colleges of Education. The study of Nyarkoh (2016) focused on the degree of autonomy in Colleges of Education in Ghana before and after their upgrade to tertiary institutions. In the study which involved eight Colleges of Education, sixty-four respondents (all officials Principals, academic board members, accountants, and registrars) The study found that though there were improvements to some extent in the management of the institutions in general, the degree of autonomy in the colleges after the upgrade has not changed much. The state still controls almost all activities in the colleges, especially those relating to academics and the colleges on their own could not change any aspect of the curriculum. Specifically, examination, supervision, and certification of the colleges and their products were still handled by the University of Cape Coast through the Institute of Education suggesting that the old ways (state control) of doing things still persist even after their elevation to tertiary status. Newman (2013), in a related study, found that the state exerts direct control over policy development and implementation through bureaucratic hierarchies, and power is distributed to the local authorities through state bureaucrats who implement policies designed by the central government. The study finally revealed that the Colleges of Education have experienced several governance issues such as leadership and management challenges since they were upgraded to their new status.

Mereku (2014) also found that Colleges of Education in Ghana are still being run like the old missionary teacher training schools despite their being elevated to tertiary status to offer programmes leading to a diploma and degrees in basic education. More recently, Akyeampong (2017) has identified that the hierarchical relationship between teacher educators and school teachers was a major challenge facing Colleges of Education in Ghana.

This implies that in the Colleges of Education in Ghana, leadership experienced several changes which were challenging especially in terms of students and tutors or authorities. All the studies reviewed under this section have shown that leadership issues were among the major changes experienced by administrators of the colleges. This is more evident when there are changes going on in the organisational structure of the colleges.

2.5 Human Resource Management Changes of Institutions in Transition

Newman (2013) revealed that the Colleges of Education in Ghana experienced changes in human resource management. The study also found low qualifications of the majority of tutors in the Colleges of Education in Ghana. The changes experienced affected the work of the administrators in the Colleges of Education in Ghana, particularly in light of the ongoing transition in the status of the Colleges of Education. In a similar vein, it has been shown by the National Council for Tertiary Education (NCTE) (2012) that in spite of the recommendation that teachers of the Colleges of Education should possess master's degrees, most of the teachers in the Colleges of Education did not possess the requisite qualifications. The study indicated that only about 37.55% of the teaching staff of Colleges of Education possessed master's degrees or PhDs.

Ababio et al. (2012) also found that Colleges of Education in Ghana have been poorly funded and faced a shortage of qualified staff since they were elevated. Similarly, Boateng (2012) found leadership and management support and competent tutors as the major issues that administrators of Colleges of Education are faced with. In the wake of the transition in Colleges of Education in Ghana, Nyarko (2016) found that the appointment and promotion of staff were handled by the government through its responsible agencies. The Colleges were yet to develop a clearly defined status, scheme of service, and conditions of service since their status upgrade to tertiary. This meant that even though there have been policy indications of the upgrade in the status of the Colleges, issues relating to human resource management were still managed as they were before the status upgrade. However, Nyarko found that the recruitment process in the Colleges had highly improved since some of the teaching staff met the master's degree requirement set by the NCTE for college tutors. Those who were already in the system but did not meet the requirement had been given some time to upgrade.

2.6 Non-Human Resource Changes of Institutions in Transition

Finance is a major driver in actualising the various policies of tertiary institutions as well as ensuring their smooth administration. Tertiary education requires adequate financial provision from the government for the successful implementation of various programmes (Federal Government of Nigeria, 2004). Again, Aina (2007) noted that government provides about 90 % of the funds required for the administration of tertiary institutions while the institution provides the remaining 10 %. In this regard, whenever there is education budget cut, quality of education is seriously affected due to the deterioration and scarcity of facilities and equipment such as laboratories, libraries, and general teaching materials (Okebukola, 2006). In support of this, Saint, Hartnett, and Strassner (2003) observed that in practice, governments are unable to adequately fund tertiary institutions, and as such funding shortfalls have been the norm for most institutions. Therefore, tertiary institutions are faced with declining educational quality, resource efficiency, and learning effectiveness (Saint et al,

2003). To be able to deal with financial issues tertiary institutions have sought to supplement their public funding with internally generated income most especially from tuition fees, cost–recovery business income, investment income, gifts, and philanthropy (Johnstone, 2003). Adamolekun (2007) also opined that policy reforms in the direction of funding can help administrators of tertiary institutions appropriately run their schools. Thus, administrators need to look for more creative financing strategies for their institutions (Okebukola, 2006).

A few studies have been carried out on the non-human resource changes of institutions in transition particularly on inadequate and late funding, the impact of transformation of college status and the workload of academic staff (Sanni, 2009; Basarudina, Yeonb, Yaacoba, & Rahmana, 2016; Atiku, 2009). Similarly, Newman (2013) found that infrastructure, physical, and materials issues were among the major changes experienced in the administration of Colleges of Education in Ghana. Newman concluded that the infrastructure of the Colleges of Education was in a poor state and that such issues threatened the consolidation of their status as tertiary institutions. Dasmani (2011) in support of the foregoing discussion revealed inadequate supply of instructional materials and inadequate training facilities as the major issues that Colleges of Education experienced within the transition period.

2.7 Coping Strategies Administrators Use in Overcoming Administrative Challenges of Transition

In dealing with the administrative challenges experienced in transitional periods, administrators adopt several measures. The study of the IIEP (2014) showed that due to the economic crisis, many countries have made efforts to improve efficiency in education investment. At the system level, due to the economic crisis, many countries have made efforts to improve efficiency in education investment. At the student level, many countries, have introduced grants and financial support for students in the form of loans to be paid later or bursary.

Newman (2013) recommended that the autonomy of Colleges of Education should be strengthened to foster managerial and leadership innovation in initial teacher preparation. The study recommended further that the Colleges of Education should be strengthen through the provision of financial support, to enable the institutions to acquire the requisite human and material resources to foster the positioning of Colleges of Education as attractive options in tertiary education. Again, persons with experience in governance of tertiary education institutions should be appointed to "chaperone" the institutions as they make the transition from non-tertiary to tertiary institutions. Additionally, the National Council for Tertiary Education should assist in building the capacity of the governing councils to enhance the knowledge of the members in the governance of tertiary education institutions.

The Campus Review (2006) conducted a survey of 124 senior academic leaders from 35 Australian universities. The Campus Review study found that the primary charge of school leaders was to create a positive culture, having knowledge of the legal and regulatory environments, technological literacy, financial management skills, a strategic perspective, a healthy means of maintaining professional and personal balance, and an enduring concern for the integrity of their faculty and institution. The review therefore concluded that this challenging mixture of responsibilities was necessary to address the complex and changing environment now faced by our universities.

Nudzor (2014) conducted an analytical review of the processes of education policy-making and implementation within the context of decentralised system of administration in Ghana. This was done with the view to illuminating the theoretical and practical challenges and limitations that the "top-down" and rationalist approach to policy processes imposes on the functioning of the education system. The researcher contended that the review was necessary to provide analytic information for facilitating and informing national education policy dialogue and policy formulation to improve the Ghanaian education system

3.0 STATEMENT OF THE PROBLEM

Presently it appears transitions in the education sector are increasingly receiving global attention. For instance, in the United Kingdom, fiscal and finance allocation, leadership and management support, as well as recruiting and retaining faculty are the major issues of school leadership and management transition (Montez, Wolverton & Gmelch, 2002). Bryman (2007) revealed that leadership and governance issues were the most significant issues for school authorities during times of educational transitions in the United Kingdom, the United States, and Australia.

Similar reports have been made from several places in Africa. For instance, in Uganda, Basheka (2008) pointed out that administrators of higher educational institutions experienced issues in their management duties due to human, financial, physical, and material resources. Mange, Onyango and Waweru (2015) also indicated that issues with funding as well as teaching and learning infrastructure and resources were the major changes in most tertiary institutions in transition.

In Ghana, a report by Transforming Teacher Education and Learning (T-TEL) (2015) identified several key issues in the transitioning of Colleges of Education to tertiary status. These issues included funding (finance), lack of clarity about the responsibilities of GES and the NCTE, insufficient leadership and management support (governance) from NCTE for colleges, lack of influence from College councils, lack of appropriate structures and staffing in NCTE, and the poor collaboration between NCTE, Institute of Education, UCC and NAB (T-TEL, 2015).

In the upgrade of Colleges of Education to tertiary status, the human resource and non-human resource management changes appear not to be clear cut. This study, therefore, sought to explore the transitional changes in the upgrade of Colleges of Education (CoEs) to tertiary status.

3.1 Research Questions

The following research questions were posed to guide the study:

1. What are the leadership and management transitional administrative changes with the upgrade of colleges of Education to tertiary status?
2. What are the human resource management transitional changes with the upgrade of Colleges of Education to a tertiary?
3. What are the non-human resource transitional administrative changes with the upgrade of Colleges of Education to tertiary status?

4. What coping strategies do administrators use in overcoming transitional administrative challenges of dealing with the upgrade of Colleges of Education to tertiary status?

4.0 METHODS

4.1 Research Design

The phenomenological perspective is the research design underpinning the study. This design is rooted within the qualitative approach that was used in this current study. According to McMillan and Schumacher (1997), phenomenology is the exploration of an individual's experience with a particular phenomenon. The experience and perspectives of college principals, vice-principals, and college secretaries were explored related to the transitional administrative changes in the upgrade of Colleges of Education (CoEs) to tertiary status. This was done to gain an understanding of the phenomenon in their naturally occurring context. By way of describing the phenomenon, this research design sought to stimulate participants' perspectives of lived changes they have experienced.

4.2 Population and Sample

The accessible population for the study consisted of the three main management members (Principals, Vice principals and Secretaries) from eight Colleges of Education in the Ashanti Region of Ghana, numbering 24. The choice of categories of participants was because of the strategic decisions they take for the Colleges of Education. The purposive sampling procedure was, therefore, used to select 12 participants (Principals, Vice principals and Secretaries) out of the accessible population from four (4) selected Colleges.

4.3 Data Collection and Instrument

The research instrument used in gathering data for the study was an interview guide. There were three reasons for using interviews as the primary data source for this study. First, qualitative interviewing is appropriately used when "studying people's understanding of the meaning in their "lived world" (Kvale, 1996, p. 105). Second, the purpose of interviewing was to identify what was in and on participants' minds. Finally, qualitative interviews result in deep descriptions of the subject being studied that enable readers to make decisions about the transferability of study results (Merriam, 2002). A semi-structured interview guide was used to obtain some information from the participants (See Appendix A: Interview Guide). Probing and/or follow-up questions were used, when necessary, for participants to elaborate on or clarify a response.

4.4 Pre-test of instrument

The motive for conducting the pre-test of the instrument was to clarify and improve the questions, identify gaps and areas that needed to be examined, and increase the trustworthiness of the data. The pre-test was divided into three phases. The pilot test involved selecting two Colleges of Education outside the selected ones for the main study within the Ashanti Region of Ghana. The pilot comprised the use of in-depth interviews with College Principals, Vice Principals, and Secretaries within the two selected Colleges in order to refine

questions, question order, and clarity of the interview content. The interviews with the Principals, Vice Principals, and Secretaries were conducted face to face and recorded with the permission of the participants. All interviews lasted between 20-30 minutes. Notes were additionally taken where participants seemed not to understand the participants' questions. The participants were asked at the end of the interviews for comments, clarifications, criticisms of the questions, and any ambiguity they noticed which helped to improve the questions and the structure of the interview for the main study.

4.5 Data Collection Procedures

As a way of adhering to the principles and ethics regulating the conduct of research, the researchers were open and honest with the participants and provided full disclosure of the purpose of conducting the research. Furthermore, the consent of authorities from the Colleges of Education was sought before conducting the interviews and all information was treated confidentially. The purpose of the study was explained to the principal and vice-principals of the Colleges. Appointments were made with participants for the interview to be conducted. In conducting interviews, shared information about ourselves with the participants to establish the trust and rapport necessary to make the interview s successful. With approval from participants, we recorded the interviews to ensure accurate transcription.

The interviews were conducted at the various offices of the participants in their respective colleges. Each interview lasted between 20 to 30 minutes. A total of 12 interviews were conducted which generated about eight hours of raw data. After recording, transcription of recorded audio began immediately after every interview session. After the transcription, there was member checking of the transcribed data. The participants however did not indicate any changes they wished were made to their responses. The processing and analysis of the data began after this.

4.6 Data Processing and Analysis

The phenomenological analysis; was employed in analysing the data collected. Themes and sub-themes were generated and the findings of the study were supported by direct quotations from responses provided by the participants using pseudonyms. The pseudonym is made up of two parts, the first part represents the respondent and the second part represents the code assigned in the transcript. The data was analysed through the fusion of Hycner's (1985) phenomenological approach to qualitative data analysis and, Kelchtermans et al. (1994) vertical and horizontal data analysis. A detailed and step-by-step description of the data analysis process is presented below;

4.7 Data/Thematic analysis process

1. Transcription: We converted the audiotape recordings into text data (MS Word document) using the MS Word Programme.
2. Bracketing and phenomenological reduction: We set out to understand what the interviewee is saying rather than what we expected them to say by critically listening to the audio recordings of the interviews.

3. Listening to the interview for a general sense: We listened to the entire audiotape several times and read the transcript a number of times in order to provide a context for the emergence of specific units of meaning and themes later on.

4. Vertical and horizontal analysis: We began analysing the data following the first interview transcript vertically to begin identifying units/themes, which also facilitated successive data collection. All the transcribed data from the participants were finally analysed horizontally to compare various units/themes across the various interview transcripts. This part of the analysis was mainly done with the 'REVIEW' function in MS Word. Specifically, we highlighted and assigned 'Comments/codes' to the ideas or themes that were identified in the transcript.

5. Clustering units of relevant meaning: We tried to determine if any of the units of relevant meaning naturally cluster together; whether there seemed to be some common themes.

6. Delineating units/themes of meaning relevant to the research question: Once the themes of general meaning were noted, they were then reduced to units of meaning relevant to the various research questions of the study.

7. Return to the participant with the transcript and summary of units/themes: We wrote up a summary of the interview transcription which incorporated the units/themes that have been elicited from the data. The summary was then presented to the various participants either through their e-mail addresses and personally. The full transcript was also made available to participants upon their request. This served as a check to see whether the essence of the interview had been accurately and fully captured.

8. Modifying themes and summary: With the new data (if any) from the follow-up, we modified or added themes as necessary.

9. Contextualization of themes: these themes were placed back within the overall contexts from which these themes emerged.

4.8 Presentation and Discussion of Key Findings

This aspect of the chapter deals with the presentation and discussion of the major findings that emerged from the research. These main results are organised and discussed in accordance with the research questions posed.

Research Question 1: What are the Leadership and Management Transitional Changes with the Upgrade of Colleges of Education to Tertiary Status?

This research question sought to identify the leadership and management-related changes with the upgrade of Colleges of Education into tertiary status. The findings are presented according to themes that categorised the specific types or areas of leadership and management administrative issues that had changed. The five themes identified from the data collected were; changes in decision-making procedures, changes in policy formation procedures, changes in student engagement-related issues, changes in management focus of partnership and cooperation with external organisations, and lastly the change in leadership's management of issues of inclusivity.

4.9 Change in decision making procedures

The first theme identified was related to decision-making. The participants indicated that the nature and process of making decisions had changed vastly from what it used to be before the transition started. The participants indicated that major decisions no longer lay solely in the hands of the individual principals. Decisions regarding issues such as admissions, recruitments, procurements, and how the colleges are run are no longer determined by the principals alone. Mark, a principal added that 'we usually take the day-to-day running decisions for the colleges but the major decisions concerning how things should be done in the colleges are to be approved by the NCTE'.

Decisions taken must be approved by the governing council of each of the colleges. Most of the participants indicated however that in the early part of the transition, the decision-making structure was not clear. Therefore, who to report to was not clear. As asserted by Joyce, a vice-principal, "From the start of the transition, it was not clear who you had to report to either the Ghana Education Service (GES) or the National Counsel for Tertiary Education (NCTE) but with time, it became clearer that we have to report to the NCTE".

The major change in the structure of decision-making was that the colleges now being tertiary institutions are now under the NCTE and not the GES. Another change related to leadership and management decision-making issues was the introduction of the committee system which has now been recommended to be used for the decision-making in the colleges.

Decisions made at the college level are usually with input from the committees in the colleges. Based on the views of the participants, it appeared that the participants first experienced some confusion in how decision-making should be done in the wake of the transition before gaining clarity. With the introduction of the committee system, it means that there is now shared governance whereby members of the various committees who are members of staff now have some input in decision making. Adamolekum (2007) affirmed that shared governance is the deliberate inclusion of persons or groups within the University community in the consultative meeting, in decision making, in implementation, or in a combination of these.

4.10 Change in policy formation procedures

The next theme identified concerns policy formation; the participants revealed that the transition came along with different policies as to how Colleges of Education should be governed. The participants indicated that the NCTE is responsible for policy formulation and implementation for the Colleges of Education in the country. Again, it was made clear during the interviewing sessions that once the policies were made, the administrators of the colleges were trained on how to fully implement the policies. Specifically, the 'TTEL' has been organising capacity-building workshops for the administrators of the various Colleges of Education so that they can be equipped with the needed knowledge to fully implement the new policies.

These views were evident in the statements of the participants. For instance, one principal (Adwoa) indicated that:

'With the advent of the college system, there have been several policy changes that have come from NCTE. However, a lot of conferences have been organized by the TTEL to enable us fully implement the new system''.

Some of the participants also added that the governing councils of the colleges work together with the NCTE in policy formulation and implementation.

Yaw, a secretary also opined that 'in the new college system, every policy has to have the backing of the council with the support of the NCTE''.

The views expressed by the participants indicate that policies are mainly made by the NCTE for implemented by the individual colleges. The colleges are however given a fair idea of how to implement whatever policies are formulated. The findings of the current study confirm the findings of Newman (2013) who explored the issues and prospects of the upgrading of teacher training institutions to Colleges of Education in Ghana. Newman found that the state exerts direct control over policy development and implementation through bureaucratic hierarchies. Newman added that the Colleges of Education experienced several confusing governance issues since they were upgraded to their new status.

With reference to Lewin's Change Management Second Model, this is the stage where the real transition or change takes place. According to Lewin at this stage, good leadership is important because these aspects do not only lead to steering forward in the right direction but also make the process easier for staff or individuals who are involved in the process. For instance, with the support of NCTE and TTEL, staff get training to understand policies and take part in their formulation

4.11 Change in student engagement related issues

In relation to the transitional administrative changes, and the themes of student engagement, the participants indicated mainly that the transition brought about some different relations and experiences with students. One significant statement made by all the participants was that colleges now have a students' affairs officer who acts as a dean of students. This, they indicated was new incorporation brought about by the transition. The participants revealed that the principals liaised with the students' affairs officer in dealing with the experiences of students' engagement. According to Kofi, a principal, "I do not usually relate much with the students in the new system, I liaise with the students' affairs officer to keep up to date with the students".

The views of the participants show that the transition has made the colleges pay more attention to students now. The students' affairs officer who liaises between students and the administration ensures that there are closer relations and engagements with students. These engagements are aimed at helping students cope with the challenges of the upgrade of the colleges.

Concerning, student engagement, the finding of Akyeampong (2017) that the hierarchical relationship between teacher educators and their students is strained because of the upgrade in Colleges of Education was confirmed by the current study. The students in Colleges of

Education believe they deserve to be treated as tertiary students like the students in the universities. This has led to several interactions with college authorities.

The finding is in line with the refreeze stage of Lewin's Model which indicates acceptability, embracement, and implementation of the change. The refreeze stage further explains that this is the time when the staff and processes begin to refreeze, and things start going back to their normal pace and routine. This stage requires the help of the people as indicated by the secretary to make sure changes are implemented. Now with a sense of stability, employees get comfortable and confident with the acquired changes. So then, the organisation begins to become stable again.

4.12 Change in management focus of partnership and cooperation with an external organisation

This theme identified the focus on the participants' views concerning the transitional changes in relation to partnership and cooperation with other institutions. The participants revealed that there has been little change in this regard, before the transition, their colleges partnered with companies and the communities around them and this partnership has remained. For instance,

Rita a vice-principal revealed that "we are an institution and as such, we cannot be an island so we relate to other institutions like companies and other schools".

Again, the principals in the study indicated that they collaborate with Princoff (Principals' Conference of the College of Education) in overseeing issues relating to the Colleges of Education. In terms of supervising institutions, the participants indicated that they were still under the University of Cape Coast (UCC) and also formed zonal groupings. Mark also indicated that "as a principal, there is an association that we all belong to which is Princoff".

The views expressed by the participants concerning partnership and cooperation imply that Colleges of Education engage private institutions in partnership usually in the provision of resources (financial) needed to run the colleges and the engagement with private institutions still remains. The views showed again that the colleges are still under the University of Cape Coast (UCC). Also, the principals collaborated with the Princoff. The findings of this current study support the claim made by Beycioglu and Kondakci (2014) that distributed leadership, extensive participative management practices, partnership, knowledge sharing, and increased interdependencies and cooperation among system units.

4.13 Changes in leadership's management issues of inclusivity

The final theme identified in relation to leadership and management changes related to change was the change in leadership management issues of inclusivity in the wake of the transition. Inclusivity is concerned with how the colleges accommodate minor and segregated groups in terms of admissions and campus structure. The participants revealed that there have been significant improvements in gender inclusivity since the upgrade of the Colleges of Education. The improvement in gender inclusivity was seen in both student numbers and staff numbers. The participant revealed that in relation to the issue of gender inclusivity in the staffing, there was more room for improvement. The participants also said that they were

making a lot of efforts to improve the inclusiveness of females in the colleges. Specifically, one principal (Kofi) said that,

> "We covered the issue of gender inclusivity during the TTEL conference. We have a gender champion in our college so gender is considered in all that we do. We do the same for admissions, especially programmes where females couldn't apply, we are making changes".

One secretary (Daniel) also explained that,

> "We consider gender balance in everything in this school. Now we are also thinking in terms of females one day becoming SRC presidents to ensure gender balance since it has always been males''.

This implied that even in student leadership, the colleges were considering balancing the various genders. In terms of the students' enrolment, some of the participants made these statements:

> Yaw a vice-principal also indicated, "For student population, it used to be 70% males and 30% females. But because of the upgrade, it is now 60% males and 40% females. With the current admission, it was almost 55% males and 45% females. We are making efforts to improve gender inclusivity in our admissions".

Overall, the views of the participants concerning inclusivity show that the administrators had to embrace gender inclusivity as a major factor in the wake of the transition. This need for gender inclusiveness covered admissions, recruitments, and leadership roles in the Colleges of Education. In terms of inclusivity, the finding of the current study confirmed the view of Coetzee (1999) that one of the important actions that are taken during times of transition is the inclusiveness of minority groups.

Overall, in answering research question one, it can be inferred that the colleges experienced some changes in terms of leadership concerns. In relation to decision-making, it can be inferred that decisions were made by the governing council and the NCTE. The NCTE and governing council were also in charge of policy formulation and implementation. It was also seen that the students' affairs officer was in charge of the student relations. The colleges continued to collaborate with other institutions such as Princoff, UCC, and NCTE in their activities. Efforts were also being made to improve gender inclusivity in both staff and student populations. This can also aid in ensuring that there is a balance in terms of gender in Colleges of Education. This will ultimately help in reducing the male dominance that is evident in the number of teachers at the basic school level.

Research Question 2: What are the Human Resource Management Transitional Changes with the Upgrade of Colleges of Education to Tertiary Status?

This research question sought to find out the human resource management changes in the upgrade of the colleges. Three themes were identified in relation to human resource management namely; Change in the focus of staff development, Change in staff appraisal system, and Recruitment and Selection procedure change.

4.14 Change in the focus of staff development

The first theme identified was the change in focus or the increasing emphasis on staff development. It was revealed that staff development had become more significant. According to the National Council for Tertiary Education, about 37.6% of the teaching staff of the College of Education possessed master's degrees and PhDs before the upgrade, (NCTE, 2012). All the participants indicated that the upgrade had led to all their staff members seeking to upgrade their academic qualifications. This is because the upgrade of the colleges required that staff get higher qualifications such as M. Phil and Ph.Ds. Adwoa, one of the principals made this statement:

''There is a policy that all the teaching staff should be second-degree holders. So now all the staff are upgrading to second degree and some even third degree''.

The participants indicated that another change was the introduction of regular professional development workshops organised for their staff. This was aimed at overall professional development. At the time of the interviews, the participants indicated that most of the staff members in their colleges had gotten the required academic qualifications while the few others had been given study leave to go back to school. In this regard, Mark a principal confirmed and expanded more on this view that,

"About 95% of our staff are qualified to work in tertiary institutions. The academic staff has upgraded and some have even enrolled to start their PhD. Since TTEL came in, every week we have professional development programmes for staff and training programmes organised by the Institute of Education as well as programmes being organised by the NCTE''.

All these are aimed at ensuring that the staff in the Colleges have upgraded themselves. These views have thus been shared by participants. Contrasting these views, one participant indicated that not all the staff members were willing to upgrade themselves, particularly the non-teaching staff. This is reflected in the statement of one vice-principal Michael who said, "Some of our non-teaching staff are feeling reluctant to go back to school to upgrade themselves because they feel they don't need to upgrade".

These findings contradict with that of Ababio et al. (2012) and Newman (2013) who found that Colleges of Education in Ghana did not have qualified staff since they were elevated. Similarly, Boateng (2012) found that lack of competent tutors was the major issue that administrators of Colleges of Education were faced with. In the current study, most of the tutors had upgraded themselves to meet the required qualifications because of the emphasis placed on upgrading staff with the upgrade. This contradiction could be attributed to the fact that the tutors' qualification upgrades happened quite recently in response to the NTCE recommendations, not at the time of previous researches on the qualification phenomenon.

4.15 Changes in Staff Appraisal System

The second theme identified was the change in the staff appraisal system in the colleges since the upgrade. Participants indicated that they had instituted improved appraisal systems since the upgrade began. In this system, students appraise their tutors, and staff are also appraised more regularly by their supervisors. Stephen a principal, indicated that;

"The appraisal is mainly at the departmental levels. The students have also been asked to apprise some members of staff. They do a random appraisal

Rita a vice-principal elaborated, "Students appraise tutors at the end of the semester, analysed by the quality assurance officer and discussed at the academic board meeting and staff informed of areas to improve".

However, before the upgrade, the participants indicated that staff appraisal was not given much attention in the old system but is now considered a fundamental part of the college administration. Kofi a principal opined again that, "years past, attention was not given to staff appraisal but now, we have a quality assurance officer in the college who takes that responsibility in ensuring that performance of not only tutors but the non-teaching staff is high".

The views expressed by the participants show that appraisal of staff has become part of the colleges since the upgrade of the colleges. The findings of the current study did not support the claim made by Mereku (2014) that Colleges of Education in Ghana are still being run like the old missionary teacher training schools despite their being elevated to tertiary status to offer programmes leading to a diploma in basic education. This contradiction may be due to the fact that years back, staff appraisal was not effectively used but presently more importance is attached to it. Notwithstanding, building the team as a step of Kotter's change management theory is associated with getting the right people on the team by selecting a mix of skills, knowledge, and commitment. The selection could be made possible through the appraisal of teachers by students.

4.16 Recruitment and selections procedure changes

Finally, the last theme was recruitment and selection procedure changes. The interviewees indicated that they have experienced changes concerning recruitment and selection of staff in the wake of the upgrade. They also indicated that mainly they have not done any major recruitment. They also elaborated that they have not been given approval for recruitments.

However, the participants indicated that there have been transfers from Ghana Education Service (GES). For instance, Yaw indicated that "For the meantime, we are doing a lot of transfers. Therefore, most of the new staff members are those who have been transferred from the GES''.

These views mean that the colleges have not yet been given the approval to recruit new staff members even though there is the need to do so. However, the colleges were receiving tutors and other staff members who have been transferred or upgraded from the GES.

In relation to research question two, the results revealed that the participants have had some changes concerning their human resources in the period of transition. It was evident from the views of the participants that most of the staff in Colleges of Education are upgrading themselves and that there is a regular appraisal of staff members. However, there were no new major recruitments. When the Colleges of Education were upgraded into tertiary status in Ghana, their staff members were required to upgrade themselves to be able to qualify as

workers in tertiary institutions. For tutors, the minimum qualification is expected to be a master's degree in research.

In tertiary institutions, it is a requirement that staff members are appraised regularly. This is to improve the level of quality of instructions in the Colleges of Education. This explains why appraisals were instituted as part of the new college system. Again, with the upgrade of the Colleges of Education, there was the need to increase the staff capacity in the colleges. However, there were no major recruitments even though the participants were hopeful there would be. The delay in major recruitments into the Colleges of Education was due to the government's restrictions concerning employment in the country.

In the wake of the transition, Colleges of Education in Ghana, Nyarko (2016) revealed that the appointment and promotion of staff were handled by the government through its responsible agencies. The colleges were yet to develop a clearly defined status, scheme of service, and conditions of service since their status upgraded to tertiary. This was confirmed in the findings of the current study. This is also described by Kotter's change management theory as building the team. To lead change, you need to bring together a coalition or team of influential people whose power comes from a variety of sources. Therefore, as the appointment and promotion of staff were handled by the government through its responsible agencies, the coalition become effective.

Research Question 3: What are the Non-Human Resource Transitional Changes with the Upgrade of Colleges of Education to Tertiary Status?

This research question was aimed at identifying the non-human resource administrative changes of Colleges of Education. The three themes were identified in relation to financial administration process changes, source of funds, and infrastructural development. The views of the participants are presented and discussed.

4.17 Financial administrative process changes

The first theme identified was in relation to the changes the colleges have experienced concerning financial administration. Participants indicated that in the light of the upgrade of Colleges of Education, the financial administrative process in the colleges had changed. Specifically, it was indicated that everything is done according to a budget that is made for the semester or year. According to Michael a vice principal,

"Years back, this was not experienced, now, everything we do financially has to be budgeted. We do not engage in activities outside of the budget. The Financial Officer in the college gives us advice and guides us in our financial decisions".

Colleges have accountants, accounts staff and financial officers who are in charge of their financial administration. In view of this, Ama a secretary said, "Now, we have an accountant and account staff and so they take charge of all our finance. Again, if something is to be purchased, we go through the process set for Colleges of Education".

Again, the participants indicated that they had internal auditors in their colleges who ensured that the colleges did not engage in financial misappropriations. In essence, it was indicated

that the financial administration process was now more thorough. Stephen said, "To ensure that we follow due process in financial administration, our internal auditor plays a major role".

It is made clear in the views of the participants that because of the upgrade of the colleges, there are several measures put in place to ensure financial prudence in the colleges. Specifically, the colleges having a financial officer, account staff and internal auditor enabled the colleges to ensure proper financial administration. This is in line with Adamolekun (2007) who opined that policy reforms in the direction of funding can be appropriately run in institutions if financial strategies such as professionals in financial administration are put in charge of finance in institutions.

4.18 Source of funds for the colleges

Aside from financial administration process change, the second theme relating to non-human administrative transitional change that emerged was the source of funds in the Colleges of Education. The participants gave similar views regarding the source of funding for the colleges. Specifically, all the participants indicated that the main source of funds for Colleges of Education is the school fees that they receive. According to Joyce a principal, "Money obtained from school fees is the main source of our funds. Sometimes, the government gives some subventions for our projects".

Aside from this, the participants indicated that they receive some government subventions that help them through their activities. The participants also revealed that the Ghana Education Trust (GET) Fund usually sponsored most of their projects, before the transitional change. On some occasions, the colleges received donations from benevolent individuals, alumni groups and organisations. The main change was the issue that the colleges had to take the active responsibility to source additional funds. This was done in various ways for instance,

Stephen a principal said, "When we have to organise programmes like matriculation, we write to institutions that can help us in cash and in-kind. We have projects we are doing that are sponsored solely by GET Fund".

The participants also indicated however that sometimes they receive assurances of support from individuals but the support never comes.

Adwoa a principal then opined, "We source for funds from outside the school sometimes… We follow up but nothing happens".

Again, one major means of financing tertiary institutions is internally generated funds. The internally generated funds include fees from students and donations from individuals and organisations. The study however revealed that occasionally, there was some form of support from the GET fund and the NCTE.

These views show how things are done financially in the colleges as well as how they source funds. The views show that the college administrators relied mostly on fees and other government subventions which were not enough to cover all the financial needs of the

colleges. In support of these findings, Atiku (2009) revealed that inadequacy and late release of government grants to Colleges of Education in Ghana affect the financial administration of the colleges.

4.19 Infrastructural development changes

Finally, the next theme identified was infrastructure development in the period of transition. In response to the theme, all the participants indicated that concerning infrastructural development, there has not been any major change in the period of the transition. As a result, there were infrastructural related challenges such as inadequacy in classroom blocks, dormitories, tutors' bungalows, and other essential facilities needed in the colleges. The following are some of the related statements of the participants:

"Infrastructure has been a real challenge in these times, we do not have enough facilities to admit such a number of students" (Rita a vice principal)

"We only have two halls, one for males and one for females. This is not enough for the number of students. Again, even though, we have staff bungalows, as I speak now, we have tutors staying in the community and some in Obuasi and Kumasi. We need massive infrastructural development" (Mark a principal).

"We need halls of residence, especially for the females, more classrooms and also to furnish the science laboratory" (Kofi a principal)

These views expressed by the participants imply that the Colleges have not experienced significant changes concerning infrastructural development during the period of the transition. Meanwhile, the upgrade of the colleges has called for an increase in enrolment and as such lecture rooms and accommodation for students have become a cause for concern. Aside from this, accommodation facilities for tutors have also not experienced any change.

On the basis of the views of the participants, it can be inferred that in answer to research question three, the main non-human resource changes had to do with following due process in financial administration and relying more on internally generated funds, government funds, and subventions and donations as main sources of funds.

The findings of the current study in relation to non-human resource changes oppose the findings of Aina (2007) who noted that government provides about 90 % of the funds required for the administration of tertiary institutions while the institution provides the remaining 10 %. In this regard, whenever there is an education budget cut, the quality of education is seriously affected by the deterioration and scarcity of facilities and equipment such as laboratories, libraries, and general teaching materials (Okebukola, 2006).

The participants in the current study however revealed that the funds received were not enough. This implies that Colleges of Education lack the adequate funds required to run the college as tertiary institutions. This could probably explain why infrastructural development was a major challenge for the Colleges of Education. Infrastructure can only be provided when the necessary funds are available. Thus, the lack of funds also affects the provision of infrastructure.

In support of this, Saint, Hartnett, and Strassner (2003) observed that in practice, governments are unable to adequately fund tertiary institutions, and as such funding shortfalls have been the norm for most institutions. Therefore, tertiary institutions are faced with declining educational quality, resource efficiency, and learning effectiveness because of funding.

To be able to deal with financial issues tertiary institutions have therefore sought to supplement their public funding with internally generated income most especially from tuition fees, cost–recovery business income, investment income, gifts, and philanthropy (Johnstone, 2003). Thus, administrators look for more creative financing strategies for their institutions (Okebukola, 2006). This was confirmed in the current study when the participants mentioned that they engage in soliciting funds aside what the government provides.

Research Question 4: What coping strategies do administrators use in overcoming transitional administrative challenges of dealing with the upgrade of Colleges of Education to tertiary status?

This research question was aimed at identifying the coping strategies administrators use in overcoming transitional administrative challenges of dealing with the upgrade of Colleges of Education to tertiary status. The two themes identified relating to coping strategies were first reliance on support from external stakeholders and secondly improving internal management procedures.

4.20 Reliance on support from external stakeholders

The first theme identified for the coping strategies administrators used was relying on external stakeholders for support. The support from external stakeholders is in the form of financial support and capacity-building support. It was revealed that the NCTE and the Institute of Education, UCC provided the major support they needed to cope with the challenges of the transition. For instance, Kwame a principal said, "Well, we get some support from the NCTE but in other issues, the Institute of Education occasionally helps us with training workshops in upgrading staff".

The administrators relied on support in the form of funds and capacity building from NCTE, TTEL, the GET Fund, and the Inst

itute of Education, UCC. These enable the colleges to cope with issues arising from the upgrade of the colleges. The participants also pointed out that they engaged in fundraising from benevolent individuals and organisations to deal with the financial challenges of the colleges accompanied by the upgrade of the colleges into tertiary status. Rita a vice-principal added, "We have mainly depended on the NCTE and Get Fund. Once in a while, others come to our aid and then they assist us thus, Traditional authorities in our area also help. TTEL also comes in to help. They have been of massive help". The findings of the current study support the study of the IIEP (2014) which showed that due to the economic crises, many countries have made efforts to improve efficiency in education investment. Build the team as a step of Kotter's change management theory is associated with getting the right people on the team to support actualise the objectives of the organisation. This was done to select the right people to support whether financially or through other means of skills training and knowledge, and

training. For instance, seminars were organised by the Colleges of Education to help staff to upgrade themselves.

4.21 Improving internal management procedures

The second theme related to the coping strategies was the improvement in management processes and procedures within the colleges. The coping strategies that the administrators have had during the period of the upgrade of the Colleges of Education have been improving management procedures mainly in the area of financial management with the adaptation of financial prudence management. For instance, Kofi one of the principals mentioned that "We are also in discussions with other institutions to come in to support us in-cash and in-kind. We have also adopted financial prudence management so that the little that we have, can be managed prudently so that we wouldn't be handicapped".

These findings are not peculiar to only the current study. For instance, the study of Ogbogu (2013) showed that for universities and other higher educational institutions in Nigeria to remain self-reliant, self-steering, and able to survive in a competitive world; various policies should be effectively institutionalised and operationalized to address the issue of funding. The Campus Review (2006) also conducted a survey of one hundred and twenty-four senior academic leaders from thirty-five Australian universities found that the primary charge of school leaders was to strategies, ensure prudent financial management, and tactically acquire needed funds.

Overall, the results have shown that the managers of the Colleges of Education sampled have had a lot of changes in the wake of the upgrade of the Colleges of Education. The changes cut across decision making, policy formulation and implementation, students' engagement, inclusivity, partnerships, human resource development, and non-human resource challenges. The colleges adopted financial prudence management so that the little funds they had could be managed in order not to be handicapped. Again, participants were of the view that the NCTE, TTel and Institute of Education, UCC also provided the support they needed to cope with the transitional challenges. The participants again pointed out that they engaged in fundraising from benevolent individuals and organisations.

5.0 CONCLUSION

From the findings of the study, it is concluded that major decision-making is not only in the hands of the principals but the governing council, NCTE, and committees. Again, it is concluded that there is an emphasis on professional staff development mainly for academic staff. The study concluded that the individual colleges have introduced new procedures for financial administration because of the improvement through the changes in the financial management structure that came with the transitions. Again, it is concluded that changes included the presence of distributed leadership, extensive participative management practices, partnership, knowledge sharing, and increased interdependencies and cooperation among system units and external partners. Coping strategies like capacity building and financial supports from UCC, NCTE and TTEL are the panacea to the transitional challenges of the Colleges of Education.

6.0 RECOMMENDATIONS

It is recommended that non-teaching staff, for instance, the Accountants, College Registrars, and Secretaries should also upgrade themselves to fit into the new status since some of them feel reluctant to do so. It is further recommended that the individual colleges should engage in more profit-oriented ventures such as farms, printing presses, water production and many others to generate more income internally to support the colleges. It is also recommended that the administrators should be more of students oriented thus, making students' problems or issues paramount to enable them to overcome transitional administrative and academic challenges. The government and the public universities the colleges have been affiliated to should continue to offer more technical and financial support to the Colleges of Education to enable them to cope fully with the transitional changes and challenges to enable them to attain full autonomous tertiary status.

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